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ABSTRACT

This document comprises the archival print edition of the first volume of a quarterly electronic journal providing a forum for information on leading-edge teaching innovations and research findings in the field of family science. The foci of the journal are the family science curriculum, instruction issues, evaluation and assessment, and professional development. Articles in this volume are: (1) "Teaching Undergraduate Family Diversity Courses" (Rosenblatt); (2) "Diversity in Families: Exploration in Effective Pedagogy" (Conway-Turner, Kim, Sherif, and Woolfolk); (3) "Southeast Asian Immigrant Parenting Practices and Perceptions of Parent-Adolescent Conflicts" (Xiong, Detzner, Rettig); (4) "The Use of Portfolios in Family Science" (Gross, Bass, and Franken); (5) "Sleeping Single in a Family Bed: Themes and Issues on Singlehood from National Council on Family Relations Roundtable Discussion Groups" (Nelson, Wright, and Vaughn); (6) "Real World Roles: Problem-Based Learning in Undergraduate Family Studies Courses" (Sandifer-Stech and Gerhardt); (7) "Bringing Bereavement Education into the Family Life Education Classroom" (Maxymiv and Blankemeyer); (8) "Interaction of People and Pets in the Family Setting: A Life Course Perspective" (Schvaneveldt, Young, Schvaneveldt, and Kivett); (9) "Grandparents Raising Grandchildren: Guidelines for Family Life Educators and Other Family Professionals" (Dolbin and Targ); (10) "The Internet and Graduate Student Recruiting in Family Science: The Good, the Bad, and the Ugly Department Websites" (Hans); (11) "The Promise of Service Learning for Family Science" (Eby); (12) "From the Top Down and from the Bottom Up: Integrating Academic Service-Learning into University, Department, and Family Studies Curriculum" (Christiansen, Amby, and Bowers); (13) "Service Learning in Faith-Based Programs for Children and Youth from Low-Income Urban Families" (Cunningham); (14) "Community-Based Service-Learning in the Family Sciences" (Ritblatt and Obegi); (15) "Integrating Intergenerational Service-Learning into the Family Science Curriculum" (Hamon and Way); (16) "Service-

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Learning at Dementia Care Programs" (Jarrott); (17) "Classroom and Community: Experiential Education in Family Studies and Gerontology" (Karasik and Berke); (18) "Home-Based Intervention: A Collaborative Model for Service-Learning among Early Childhood Educators and Marriage and Family Therapists" (Fees, Nelson, O'Conner, Sheehe, and McIntyre); (19) "Challenges in Evaluation: Assessing Processes and Outcomes in Human Service Programs" (Bailey and Richards); and (20) "Marshalling Students to Action: The Community, Education, and Policy Partnership" (Stanberry and Blackwell). Included in each issue are book reviews and discussions of particular instructional techniques. (KB)